

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
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TESTING MEMO NO. 610

February 8, 2007

TO: Division Directors of Testing

FROM: Shelley Loving-Ryder, Assistant Superintendent
Division of Assessment and Reporting

SUBJECT: Limited English Proficient Students with
Significant Cognitive Disabilities

The attached *Checklist for Limited English Proficient (LEP) Students with Significant Cognitive Disabilities* may be used to meet the requirements of evaluating and reporting progress toward proficiency in English for certain K-12 LEP students as required under the *No Child Left Behind Act of 2001*. This individual checklist should be used only for those LEP students with significant cognitive disabilities who the IEP team or school-based LEP committee has determined cannot take the Stanford English Language Proficiency (SELP) Test or approved locally developed or selected English language proficiency test for the 2006-2007 school year.

It is recommended that the individual checklist be completed by the student's teacher for eligible LEP students to determine the level of English language proficiency. School divisions may use the results to complete federal and state reports. The completed checklists serve as documentation and should be maintained locally on file.

If you have questions or need further clarification about the checklist, please contact the Division of Assessment and Reporting by e-mail at darfax@doe.virginia.gov or by telephone at (804) 225-2107.

SLR/jc

Attachment: Checklist for Limited English Proficient (LEP)
Students with Cognitive Disabilities, 2006-2007
School Year

Virginia Department of Education
Checklist for Limited English Proficient (LEP) Students with Significant Cognitive Disabilities
2006–2007 School Year

Student Name: _____ **School Division/Code:** _____/_____
Grade: _____ **School/Code:** _____/_____
Individual Completing Form: _____
Title: _____

	Oral Language (Listening and Speaking)	Y	N	Reading	Y	N	Writing	Y	N
	<p>Students at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations.</p> <p>Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.</p>			<p>Students at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.</p>			<p>Students at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.</p>		

	Oral Language (Listening and Speaking)	Y	N	Reading	Y	N	Writing	Y	N
Level 2	Proficiency level 2 students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They demonstrate a detailed understanding of short conversations and messages but have only a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation although they often speak with hesitation and rely on a known vocabulary. They typically use the more common verb tense forms (present, past, and future), but make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 2 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.			Students at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.			Students at proficiency level 2 can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when the students try to express thoughts that require more complex language structures.		

	Oral Language (Listening and Speaking)	Y	N	Reading	Y	N	Writing	Y	N
Level 3	<p>Students at proficiency level 3 can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses.</p>			<p>Students at proficiency level 3 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p>			<p>Students at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures including the full range of verb tenses.</p>		

	Oral Language (Listening and Speaking)	Y	N	Reading	Y	N	Writing	Y	N
Level 4	Students at proficiency level 4 can understand most standard speech. They can understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking although they may make errors with some language forms that do not interfere with meaning and lack the content area vocabulary possessed by their native English-speaking peers.			Proficiency level 4 students understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content subject area texts.			Proficiency level 4 students are approaching fluency in writing in the content areas. They are able to use the language structures and content vocabulary required for each academic subject although they may make errors. They begin to use the subtleties of written language and can write for different audiences and purposes.		